

## Walker-Gamble Elementary

P.O. Box 7  
New Zion, SC 29111

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	568 Students	
<b>Principal</b>	Sheila Floyd	843-659-2102
<b>Superintendent</b>	Mary Rice-Crenshaw	843-659-2188
<b>Board Chair</b>	Dr. George Green	843-659-2137

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	65	7	0

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Good	Good	Yes
<b>2005</b>	Average	Below Average	Yes

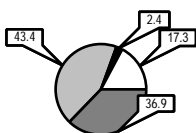
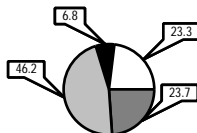
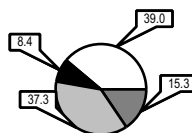
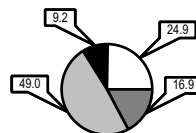
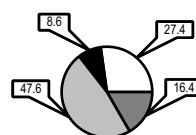
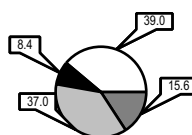
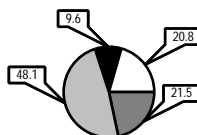
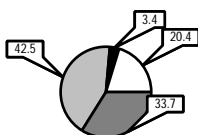
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	262	99.2	16.6	43.7	37.2	2.4	49.8	Yes	Yes
<b>Gender</b>									
Male	128	99.2	23.3	48.3	28.3	0.0	37.5		
Female	134	99.3	10.2	39.4	45.7	4.7	61.4		
<b>Racial/Ethnic Group</b>									
White	151	98.7	6.5	39.6	50.4	3.6	64.7	Yes	Yes
African American	103	100.0	30.0	48.0	21.0	1.0	32.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	224	99.6	9.8	45.3	42.5	2.3	55.6		
Disabled	38	97.4	60.6	33.3	3.0	3.0	12.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non–Migrant	259	99.2	16.0	43.9	37.7	2.5	50.4		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	259	99.2	16.0	43.9	37.7	2.5	50.4		
<b>Socio–Economic Status</b>									
Subsidized meals	165	99.4	23.7	46.2	28.2	1.9	40.4	Yes	Yes
Full–pay meals	94	98.9	4.4	39.6	52.7	3.3	65.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	262	99.6	23.0	46.4	23.8	6.9	49.6	Yes	Yes
<b>Gender</b>									
Male	128	99.2	26.7	50.8	15.8	6.7	43.3		
Female	134	100.0	19.5	42.2	31.3	7.0	55.5		
<b>Racial/Ethnic Group</b>									
White	151	99.3	11.4	47.1	30.0	11.4	64.3	Yes	Yes
African American	103	100.0	39.0	43.0	17.0	1.0	30.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	224	99.6	19.2	46.7	26.2	7.9	53.7		
Disabled	38	100.0	47.1	44.1	8.8	0.0	23.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non–Migrant	259	99.6	22.9	46.1	24.1	6.9	49.8		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	259	99.6	22.9	46.1	24.1	6.9	49.8		
<b>Socio–Economic Status</b>									
Subsidized meals	165	99.4	28.8	45.5	21.2	4.5	42.3	Yes	Yes
Full–pay meals	94	100.0	13.0	47.8	28.3	10.9	62.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	262	99.6	38.7	37.5	15.3	8.5	23.8
<b>Gender</b>							
Male	128	99.2	41.7	37.5	10.0	10.8	20.8
Female	134	100.0	35.9	37.5	20.3	6.3	26.6
<b>Racial/Ethnic Group</b>							
White	151	99.3	24.3	38.6	22.9	14.3	37.1
African American	103	100.0	59.0	35.0	5.0	1.0	6.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	224	99.6	30.8	43.0	16.8	9.3	26.2
Disabled	38	100.0	88.2	2.9	5.9	2.9	8.8
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	259	99.6	38.8	37.1	15.5	8.6	24.1
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	259	99.6	38.8	37.1	15.5	8.6	24.1
<b>Socio-Economic Status</b>							
Subsidized meals	165	99.4	48.1	37.8	9.6	4.5	14.1
Full-pay meals	94	100.0	22.8	37.0	25.0	15.2	40.2

<b>Social Studies</b>							
All Students	262	99.6	24.6	49.2	16.9	9.3	26.2
<b>Gender</b>							
Male	128	99.2	30.0	48.3	10.8	10.8	21.7
Female	134	100.0	19.5	50.0	22.7	7.8	30.5
<b>Racial/Ethnic Group</b>							
White	151	99.3	12.9	50.0	20.7	16.4	37.1
African American	103	100.0	39.0	49.0	12.0	0.0	12.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	224	99.6	19.2	51.9	19.2	9.8	29.0
Disabled	38	100.0	58.8	32.4	2.9	5.9	8.8
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	259	99.6	24.1	49.4	17.1	9.4	26.5
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	259	99.6	24.1	49.4	17.1	9.4	26.5
<b>Socio-Economic Status</b>							
Subsidized meals	165	99.4	35.3	47.4	12.2	5.1	17.3
Full-pay meals	94	100.0	6.5	52.2	25.0	16.3	41.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	86	98.8	14.1	32.9	44.7	8.2	52.9
	4	97	100.0	16.5	41.2	39.2	3.1	42.3
	5	95	100.0	30.5	44.2	23.2	2.1	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	98.7	6.9	31.9	56.9	4.2	61.1
	4	86	98.8	20.3	44.3	34.2	1.3	35.4
	5	99	100.0	20.8	52.1	25.0	2.1	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	86	98.8	20.0	61.2	14.1	4.7	18.8
	4	97	100.0	18.6	49.5	24.7	7.2	32.0
	5	95	100.0	29.5	43.2	16.8	10.5	27.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	98.7	16.7	59.7	18.1	5.6	23.6
	4	86	100.0	30.0	33.8	23.8	12.5	36.3
	5	99	100.0	21.9	46.9	28.1	3.1	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	98.7	33.3	48.6	13.9	4.2	18.1
	4	86	100.0	43.8	31.3	16.3	8.8	25.0
	5	99	100.0	38.5	34.4	15.6	11.5	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	98.7	23.6	63.9	8.3	4.2	12.5
	4	86	100.0	21.3	37.5	27.5	13.8	41.3
	5	99	100.0	28.1	47.9	14.6	9.4	24.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 568)</b>				
First graders who attended full-day kindergarten	99.0%	Down from 99.1%	100.0%	100.0%
Retention rate	6.5%	Up from 5.1%	3.5%	3.0%
Attendance rate	95.7%	Down from 99.5%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 3.3%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 3.3%	3.6%	3.2%
Eligible for gifted and talented	10.6%	Down from 10.7%	11.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Up from 6.1%	9.4%	8.2%
Older than usual for grade	5.6%	Down from 6.2%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	61.5%	Up from 60.0%	53.3%	52.6%
Continuing contract teachers	10.3%	Up from 10.0%	85.7%	83.3%
Highly qualified teachers	97.3%	Up from 97.1%	94.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	97.3%	Down from 97.5%	87.6%	87.0%
Teacher attendance rate	91.7%	Down from 94.5%	94.9%	95.0%
Average teacher salary	\$42,213	Up 8.4%	\$41,546	\$41,703
Prof. development days/teacher	12.4 days	Down from 15.7 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 18.9 to 1	18.4 to 1	18.8 to 1
Prime instructional time	86.2%	Down from 93.5%	89.4%	89.8%
Dollars spent per pupil*	\$5,767	Up 6.7%	\$6,031	\$6,242
Percent of expenditures for teacher salaries*	65.7%	Up from 64.6%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Up from 97.3%	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Many made great strides during the past year, while others fell short of some goals. Our faculty and staff members had the opportunity during the past year to improve their teaching and work skills through many various avenues. Several took the time to participate in local staff development activities while others traveled to colleges and universities. A number of teachers also attended various conferences and workshops. All workers participated in new assessment training for a program used widely across the state and the nation known as "MAPS." Fourth-grade students and teachers planned and presented their first "wax museum" this spring wherein students learned about various individuals who helped shape the course of our country. The list of learning activities is endless, for students and adults. Each and every grade has their own treasure of activities and experiences. All have done so much and learned so much in the past year.

School-wide, we received our first "Good" rating on the state-issued report card, and our students also met "AYP." This is a cumulative result of continuous academic building sought by the fine faculty and staff of Walker-Gamble. We were recognized this year as a Silver Award recipient in the Palmetto Gold and Silver awards program for "Exceptional Student Academic Performance." We have completed a five-year assistance plan in math and science with the Coastal Rural Systemic Initiative. We received the third and final review from that group and the changes and growth they noted were very significant. We also received recognition, once again, as a "Governor's Reading Honor Roll School." We also compiled our school renewal plan for the next five years as derived from the district's strategic plan. We were able to conduct an expanded after-school program for the first time this year focusing on two varied levels of assistance and a summer assistance program.

We were also very grateful for our PTO workers and volunteers. They assist teachers and students in many ways. We are very fortunate to have these helpful and dependable parents and grandparents with us backed up with overall good parent, home and community support.

Beyond the building walls, another area of our grounds has been improved. A Palmetto Pride Project Grant was written and used to create a memory garden for our school. This project, like many others, exemplifies the care and humanity of the people of Walker-Gamble. We look forward together to many years of continued successes.

Sheila C. Floyd, School Principal  
Tim Snipes, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	95	47
Percent satisfied with learning environment	95.0%	79.8%	90.9%
Percent satisfied with social and physical environment	97.4%	85.1%	89.4%
Percent satisfied with school-home relations	87.5%	77.7%	80.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.